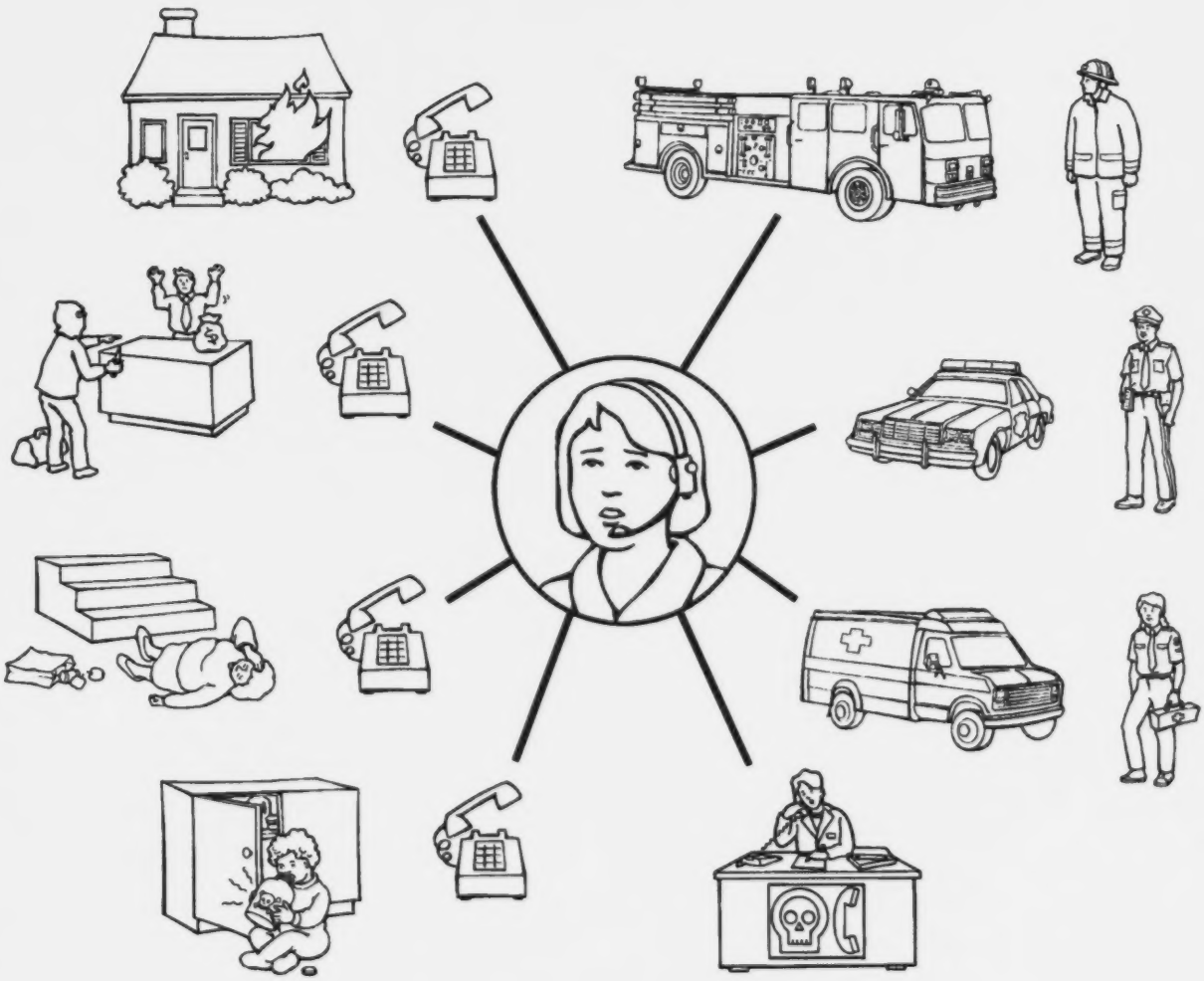
911

Activity Pack

Teacher's Activity Guide



NOVA SCOTIA

Emergency Measures Organization

Activity 1
Emergency Services in Our Community

Learning Outcomes
Students will know and be able to...

- ✓ identify people and vehicles that are ready to help in an emergency
- ✓ locate the nearest fire hall, police station, and hospital on a map
- ✓ locate where they live on a map

❑ *Activity Sheet 1*
Grades P–2

Lead a discussion:

- Why do emergency vehicles sometimes drive with their lights flashing and their sirens on?
- How does the driver know it is an emergency? How does he or she know where to go?
- What are other drivers supposed to do?

Initiate a discussion by showing pictures of different types of emergency vehicles, or by bringing toy or model vehicles to class. Ask children to match types of emergencies with community services (i.e., fire, police, ambulance, poison centre).

Distribute Activity Sheet 1 and ask your students to colour the people and vehicles that are ready to help in an emergency.

Mapping
Grades P–2

As a class, make a simplified map of your community. The map could be a three-dimensional floor map, using blocks, etc., to mark important landmarks and buildings. The map could also be a simple grid drawn on a large sheet of paper, or on the chalkboard. Locate and mark the nearest fire hall, police station, and hospital.

Outline the route from the fire hall, police station, and hospital to your school. Use string, a marker, and/or walk the route.

Ask the children to locate approximately where they live on the map. Their homes could be marked with dots, push pins with flags, or the small plastic houses used in board games.

Role Play

Grades P–2

Construct emergency vehicles out of shoe boxes. Or ask the children to bring toy vehicles from home. Use the vehicles to act out a response to an emergency at your school. Use the floor map, if you made one.

Field Trip

Grades P–3

Arrange a class visit to the fire hall and police station.

Activity 2
What is an Emergency?

Learning Outcomes
Students will know and be able to...

- ✓ give examples of circumstances where emergency help is needed
- ✓ recognize situations that require emergency help
- ✓ describe appropriate ways to respond to emergencies and to summon help
- ✓ recall the emergency phone number: 9-1-1

❑ *Activity Sheet 2*
Grades P–1

Lead a discussion:

- What is an emergency? Give examples.
- What is the difference between an emergency and other types of problems?

Copy and distribute Activity Sheet 2. Ask the children to cut the pictures apart and sort them into two piles: "emergency" and "not an emergency." On a separate sheet of paper, ask the children to print the heading "This is an emergency." Then ask them to paste the pictures that show an emergency onto the sheet. On a second sheet, they can write "This is not an emergency" and paste the rest of the pictures below the heading. Finally, they can colour and display the pictures.

Chart Activity
Grades 1–3

Lead a discussion:

- What can you do if an emergency happens to you, or if you see it happen to someone else?

Discuss the different types of emergencies and how your students should respond to them. Note that the appropriate response may vary, depending on your community or neighbourhood. For example, if a stranger is bothering them, they may be advised to go to a block parent. If they are lost in a mall, they may be advised to tell a store operator. Record the results in chart form (see page 4). Note that although an accident involving a pet may well be an emergency for a child, 9-1-1 is for reporting people emergencies only.

It is important that your students be aware of these dangers and how they should respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Steer the discussion away from graphic details, use a reassuring tone, and emphasize the fact that help is always available to them. If an adult isn't there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

Tell your students that *if they aren't sure whether the situation is an emergency or not, they should still call 9-1-1.* The person who answers the phone can help them decide what needs to be done.

Randomly ask individual children what number they could call in an emergency. For reinforcement, ask them to write the number on the chalkboard or in their notebooks.

Type of Emergency	Examples	What to Do
sudden illness or breathing problem	poisoning, asthma attack, allergic reaction to peanuts, choking	tell an adult, call 9-1-1
fire	you are at home or in some other building and you smell smoke or see flames	get out of the building, crawl if it is smoky, run to a safe place, call 9-1-1
someone is hurt	bad fall, car accident, bad cut, serious fight	tell an adult, call 9-1-1
a stranger is scaring you	someone is trying to break into your house or a neighbour's house, a stranger is bothering you	get to a safe place, call 9-1-1
a pet is in trouble	your cat or dog is lost or sick	tell an adult, call a vet or animal hospital, **do not call 9-1-1**

Number modelling

Grades P–2

Find different ways to write and model the numbers 9-1-1. Examples:

- Draw an outline of the numbers and colour or paint inside.
- Make the numbers out of clay, play dough, buttons, straws, pasta, bread tags, or string.
- Ask students to make each number with their bodies.
- Ask students to stand in a 9-1-1 formation.
- Display students' artwork in the shape of a large 9-1-1. Pictures could be of emergency vehicles or emergency situations.
- Make oversized cutouts of the numbers. Each student writes the numbers 9-1-1 inside the cutouts. Decorate and display.

Activity 3
The Telephone

Learning Outcomes
Students will know and be able to...

- ✓ recall the 9-1-1 emergency number and their home phone numbers
- ✓ locate phones they could use to call 9-1-1 at home, at school, and in the community

Phone Search
Grades P–3

Lead a discussion:

- Do you know your home phone number? When might you need to know it?
- How many phones are in your home? your school? Where are they?
- Does anyone have a phone in his or her family car?
- Is there a pay phone between your home and school?
- How many pay phones do you know about in your community?

Randomly ask students to recite their home phone number, or to come to the chalkboard and write it. They may need to know their home phone number if they are lost or there is an emergency.

Mark pay phones on a map. Note that 9-1-1 can be called from any pay phone. No money is needed.

Discuss the different kinds and shapes of phones and how to use them; e.g., rotary dial phones, phones with multiple lines, cordless phones, pay phones, and cellular phones. Where possible bring samples, which can also be used for the dialling exercise (p. 7).

❑ *Activity Sheet 3*
Grades P–1

Copy and distribute Activity Sheet 3.

Ask children to fill in the missing numbers on the picture of the phone. Ask them to write the emergency number and their home phone number on the lines provided.

Activity 4
The 9-1-1 Call Taker

Learning Outcome
Students will know and be able to describe the role of the 9-1-1 call taker.

❑ *Activity Sheet 4*
Grades 1–2

Lead a discussion:

- What kind of person would be good at taking 9-1-1 calls?
- What does he or she have to know?

Although the 9-1-1 call taker may not be as visible as a police officer or fire fighter, he or she is an important community helper. A call taker is always there, ready to connect the caller to emergency help.

Copy and distribute Activity Sheet 4. Ask students to "make the connection" by drawing a line between the caller's phone, the 9-1-1 call taker, and the appropriate emergency service.

Activity 5
How to Call 9-1-1

Learning Outcomes
Students will know and be able to...

- ✓ dial 9-1-1 while looking at a phone pad
- ✓ dial 9-1-1 in the dark
- ✓ describe the steps involved in calling 9-1-1

Dialling Exercise
Grades 1–3

Use the phones included with this Activity Pack. Also, ask your students to bring to class old phones and toy phones from home. If possible have a rotary phone as well. Use the phones to practice dialling 9-1-1. Be sure to explain that the real phones are unplugged and therefore don't have a dial tone. They must *never* call 9-1-1 on a real phone unless they have a real emergency (see also discussion notes on p. 11).

Points to emphasize:

- First lift the receiver and listen for the dial tone (*exception:* cell phone).
- Dial 9, then dial 1, then dial 1 again.
- You can call 9-1-1 from any pay phone. You don't need any money.
- Don't hang up until you are told to do so. The call taker or the emergency helpers may need to ask you for more information so they know what to bring. They will also need to double-check your address.

There may be times when you have to dial in the dark (ask for examples). Blindfold one child at a time and ask him or her to find and dial the right keys by touch. They can also practice dialling with their eyes closed.

❑ *Activity Sheet 5*
Grades 1–3

Copy and distribute Activity Sheet 5. Ask the children to colour the pictures, cut them apart, rearrange them in the correct sequence, number them, and either paste them onto another sheet of paper or make them into a booklet. They can then use the pictures to help them tell the story of what they would do if they needed emergency help.

Activity 6
Where Do You Live?

Learning Outcome
Students will know and be able to state their civic address.

Address Search
Grades P–1

Write each student's name on one side of a piece of paper and his or her address on the other side. The address should include the apartment number, house number, street name, and community name. Place the papers, address side up, around the room. The children try to find their own addresses, then turn the paper over to see if they are right.

❑ *Activity Sheet 6*
Grades 1–3

Lead a discussion:

- Why do you have a number on your house? What is it used for? Who needs to see it?
- What kinds of numbers are the easiest to see from the road?
- If you were at someone else's house or apartment, how could you find out the address?

Every residence in Nova Scotia now has a civic address. This makes it easier to locate the residence quickly in the case of an emergency. The house or building number should be clearly displayed, preferably in large numerals that contrast with the colour of the building and that are illuminated at night.

Copy and distribute Activity Sheet 6. If needed, go over the instructions as a class. Especially in rural areas, you may want to assign this as a take-home exercise. In some cases, parents may not yet know their civic address. They can find out what it is by calling the toll-free number listed on the activity sheet.

Mapping
Grades 1–3

Ask each student to write his or her address on a slip of paper (or on a cutout in the shape of a house), then tape or pin it onto a street map of the neighbourhood or community.

Partner Exercise
Grades 1–3

Divide the class into pairs. Have students practice telling their street addresses and phone numbers to each other. Each student can then report his or her partners' information to the rest of the class.

Party Invitations

Grades 1–3

Ask students to imagine that they will be hosting a party (e.g., birthday, Valentine, Easter, Hallowe'en). They will design their own invitations and write the necessary information inside (name, date and time, home address, phone number). Or ask them to write their home addresses on their classroom "mailboxes."

Activity 7
What to Say to the 9-1-1 Call Taker

Learning Outcomes
Students will know and be able to...

- ✓ respond appropriately to questions typically asked by a 9-1-1 call taker
- ✓ describe the consequences of calling 9-1-1 by mistake or as a joke

❑ *Activity Sheet 7 (Role Play)*
Grades 2–3

Use the phones and the set of colour task cards included in this Activity Pack to introduce the role play. Each card illustrates a different emergency. Choose one scenario to demonstrate a conversation between a caller and a 9-1-1 call taker, as follows:

Call taker:	"9-1-1. What is your emergency?"
Caller:	*Describe the problem illustrated on the task card.*
Call taker:	*Ask questions to find out who is calling, who needs help, and where. Make sure the caller is not in immediate danger (e.g., if there is a fire in the building). Ask the caller to stay on the line in case more information is needed.*

Points to remember:

- Call from a safe place.
- Stay calm.
- Speak slowly.
- Don't hang up until you are told to.

Repeat the role play, using different task cards.

Older students may be able to take turns playing the role of the caller and call taker. Copy and cut apart Activity Sheet 7.

Once students are familiar with the procedure, warn them that an "emergency" could happen to them any time during the day; i.e., you might drop a task card on one of their desks. When this happens, he or she must run to the practice phone in the room, dial 9-1-1, and be ready to answer the questions you ask from the other phone. Emphasize that this is a practice exercise, using nonfunctioning phones. See p. 11 for a discussion of the consequences of dialling 9-1-1 by mistake or as a prank.

Discussion

Grades 2–3

- If you were a 9-1-1 call taker and you answered the phone but you couldn't hear anything, what would you think? What would you do?

If you dial 9-1-1, the number of the phone you are calling from and its location will appear on a screen in front of the call taker (unless you are calling from a cell phone). This will happen even if you hang up before the phone rings on the other end. If no one answers or you pick up the phone but don't speak, the call taker will think that you might be sick or in trouble and can't talk. The police will investigate to determine whether you have an emergency and they may go to the address.

So if you call 9-1-1 by accident, it is better to stay on the line and explain to the call taker what happened. You won't get into trouble if it was an honest mistake.

This is what could happen if the call was a joke or a trick:

- The police may come.
- You could get into trouble.
- Your parents could get into trouble.
- Someone who really needs help might have to wait.

Activity 8
Remembering 9-1-1

Learning Outcome
Students will know and be able to recall the 9-1-1 number at the time of an emergency.

❑ *Activity Sheet 8*
Grades P–3

Lead a discussion:

- Why do people sometimes forget what to do in an emergency?
- Have you ever had a "panic attack?" What happened?

9-1-1 only helps in an emergency if you remember to use it! That's why it helps to have reminders near the phone.

Copy Activity Sheet 8 (one for four students), then cut the sheets as marked. Give one to each child to take home and complete with a parent or older sibling. They can write their home address and phone number on the blanks and colour the emergency numbers (9-1-1) red. Ask them to post the sheet near the phone.

Activity 9

Are You Ready to Use 9-1-1?

Learning Outcome
Students will demonstrate that they have the knowledge, skills, and attitudes needed to use the 9-1-1 emergency service.

❑ *Activity Sheet 9*

Grade 3

Use this handout as a follow-up and/or assessment activity. Read the questions with the class to ensure that you are assessing the learning outcome rather than their literacy levels. Go over the answers with your students as soon as possible to reinforce the correct information. Award 9-1-1 certificates, included in this Activity Pack, to all Grade 3 students who completed and successfully corrected their activity sheets.

Answer key:

2. *b, c, f, i* are not emergencies
3. call 9-1-1 and talk to the call taker
4. fire, being bothered by a stranger
6. in case the call taker or the emergency service needs more information, or needs to check information
7. wait to talk to the call taker and explain what happened (if you don't, 9-1-1 will call you back, and if no one answers the police will be called)
8. the police will be called, the caller may get into trouble, someone who needs help may have to wait

NOVA SCOTIA

Emergency Measures Organization

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Activity sheets

In this package:

This package contains nine different activities in tear off sheet format. When this supply runs low, please make copies.

These activities will help reassure your students that they can get emergency help when they need it, even if an adult isn't nearby.

In addition, the activities will help meet one of the key stage outcomes for the Health Education curriculum of the Nova Scotia Department of Education: "By the end of grade 3, students will be expected to develop knowledge of safety rules and procedures."

After completing the activities, students will have the knowledge, skills and attitudes they need to use the 9-1-1 emergency service. Some of the activities can also be used to reinforce Social Studies skills and concepts such as spatial orientation, mapping and community services.

Please see the *Teacher's Activity Guide* included in the Activity Pack folder for instructions on how to use each sheet and the appropriate grade levels (e.g., activity sheet 1, grades P-2).

NOVA SCOTIA
Emergency Measures Organization

9-1-1 Activity Sheet 1

Topic

Emergency services in our community.

Suggested grade level

P–2

Curriculum connections

Health: Safety

Social Studies: Neighbourhood, Community

Learning outcome

Students will know and be able to identify people and vehicles that are ready to help in an emergency.

Introducing the activity

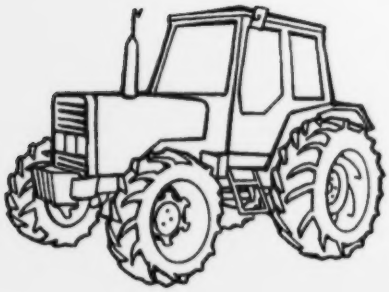
Lead a discussion. See the Teacher's Activity Guide, p. 1.

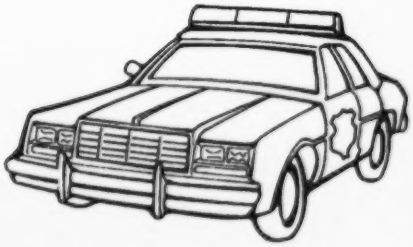
Instructions: Colour the people and vehicles that are ready to help in an emergency.

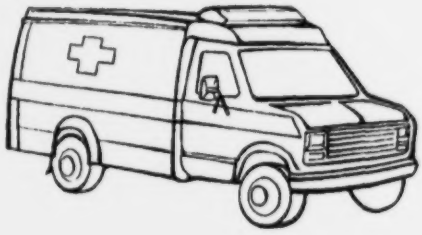
Variation, extension

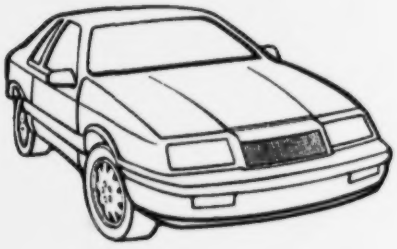
- Ask children to draw a picture of an emergency situation, incorporating one or more of the cut-out pictures.
- Ask older children to write a story about an emergency, then use one of the cut-out pictures to illustrate the story.
- Describe an emergency. Ask the children to circle the vehicle and/or people who would come to help.

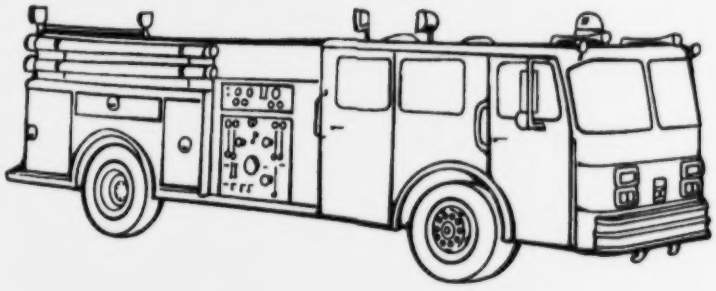
For mapping activities, see the Teacher's Activity Guide, p. 1.











9-1-1 Activity Sheet 2

Topic

What is an emergency?

Suggested grade level

P–1

Curriculum connections

Health: Safety Procedures

Social Studies: Neighbourhood, Community Services

Learning outcome

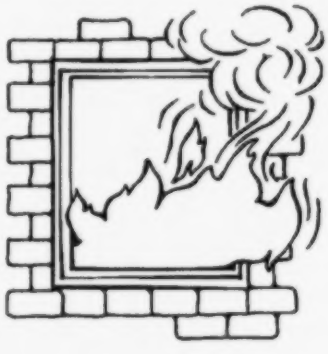
Students will know and be able to recognize situations that require emergency help.

Introducing the activity

Instructions: Cut the pictures apart and sort them into two piles: "emergency" and "not an emergency." On a separate sheet of paper, print the heading "This is an emergency" and paste the pictures that show an emergency onto the sheet. On a second page write "This is not an emergency" and paste the non-emergency pictures below the heading. Colour the pictures.

Variation, extension

- Ask individual children to use the cut-out pictures to illustrate the "emergencies" chart that was created as a class activity (see the Teacher's Activity Guide, p. 4), in the correct box under the "type of emergency" heading.



9-1-1 Activity Sheet 3

Topic

The telephone.

Suggested grade level

P–1

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to recall the 9-1-1 emergency number and their home phone numbers.

Introducing the activity

Instructions: Write the missing numerals on the picture of the phone. Write your home phone number and the emergency number in the boxes.

Variation, extension

- Combine this activity with the "phone search" (see the Teacher's Activity Guide, p. 5). On the chalkboard, sketch different types of phones (e.g., rotary, cellular, pay phone) and ask students to supply the numerals.
- Draw three or four phone pads on the chalkboard, without the numerals. Have a race to see which student can write in all the numbers first.

My phone number

☐☐☐-☐☐☐☐

Emergency phone number

☐☐☐

9-1-1 Activity Sheet 4

Topic

The 9-1-1 call taker.

Suggested grade level

1–2

Curriculum connections

Health: Safety Procedures

Social Studies: Community Services

Learning outcome

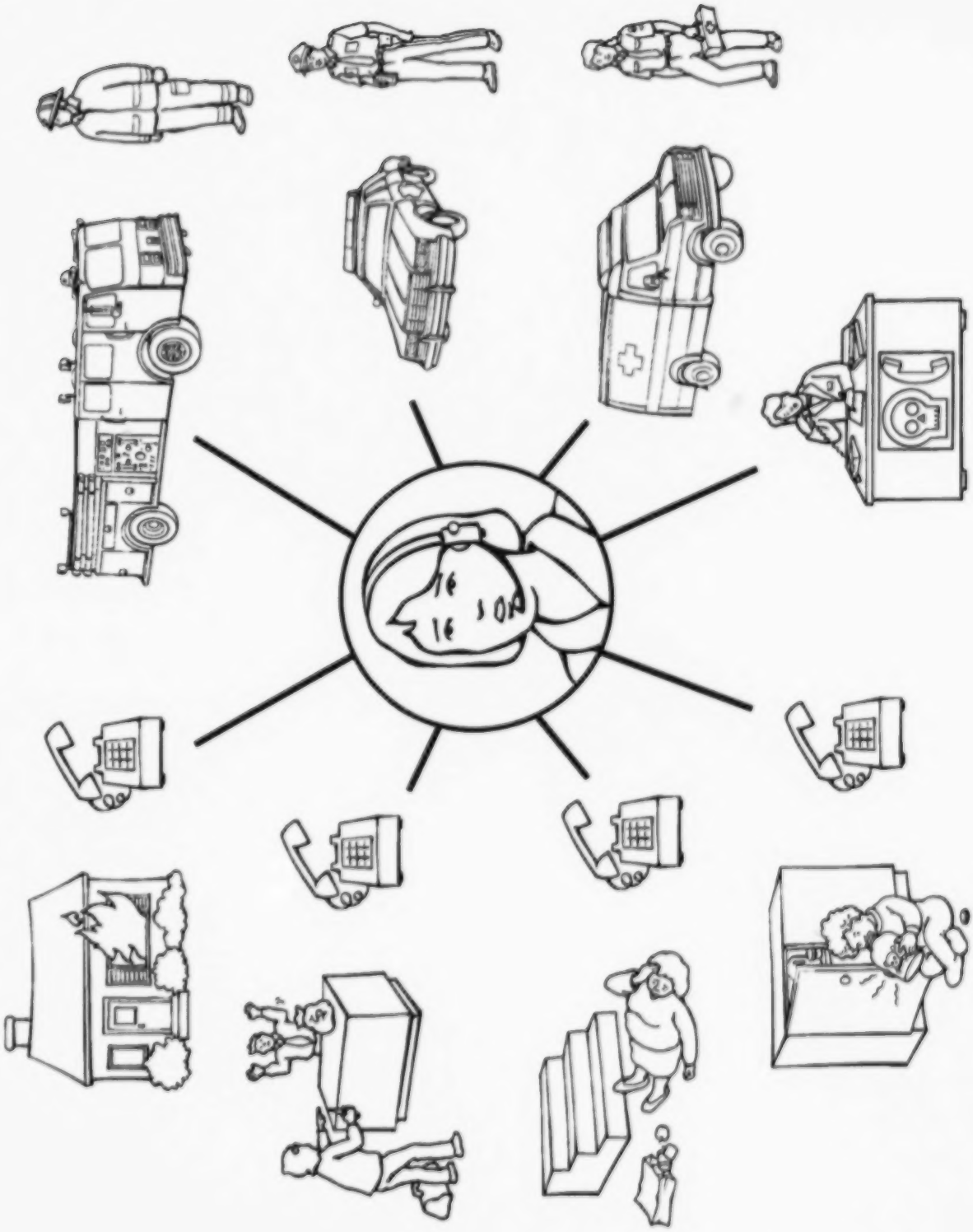
Students will know and be able to describe the role of the 9-1-1 call taker.

Introducing the activity

Discuss the role of the 9-1-1 call taker.

Instructions: "Make the connection" by drawing a line from the caller's phone to the 9-1-1 call taker, and then to the emergency service the caller needs. Use a different coloured line for each emergency.

NOVA SCOTIA
Emergency Measures Organization



9-1-1 Activity Sheet 5

Topic

How to call 9-1-1.

Suggested grade level

1–3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to describe the steps involved in calling 9-1-1.

Introducing the activity

Instructions: Colour the pictures, then cut them apart. Arrange them in the correct order and then paste them onto another sheet of paper or make them into a booklet. Number the pictures. Use the pictures to tell the story of what you would do if you needed emergency help.

Correct order:

1. Help! Emergency!
2. Lift the receiver.
3. Hear the dial tone.
4. Dial 9.
5. Dial 1.
6. Dial 1 again.
7. The call taker asks questions.
8. Help is on the way.
9. Don't hang up.

Variation, extension

- Ask children to take the sheets or booklets home and read them to parents or caretakers.
- To make larger books, enlarge the pictures before copying.
- Ask children to make a cover for their booklets. They could use pasta, string, etc. to make the numbers 9-1-1.
- For older children, replace the sentences with blank lines and ask them to write the correct instruction below each picture.
- Remove some sentences and some pictures. Ask children to supply the missing instruction or draw the missing picture.

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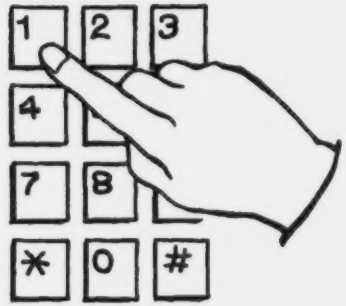
Emergency Measures Organization

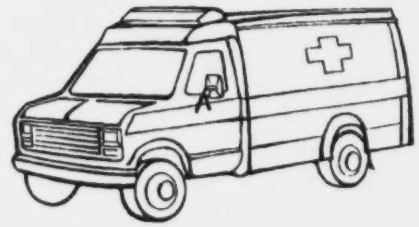


Dial 1.

Help! Emergency!

Hear the dial tone.

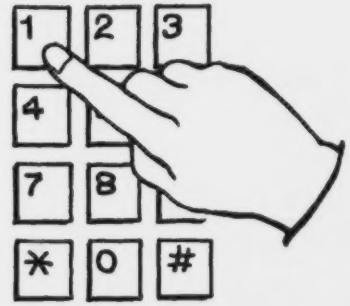
Don't hang up.



Help is on the way.

Dial 9.

Lift the receiver.



Dial 1 again.

The call taker asks questions.

9-1-1 Activity Sheet 6

Topic

Where do you live?

Suggested grade level

1–3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to state their civic address.

Introducing the activity

Discuss the reasons for having and displaying one's civic address. See the Teacher's Activity Guide, p. 8.

Depending on the level of the students, ask them to read and follow the directions on the sheet or read the directions with them first.

Assign this as a take-home activity, especially if your students live in a rural area.

1. Draw a picture of the house or apartment building where you live.

2. Write the number of the house or building on the front door. If you live in an apartment, write the apartment number on the window where you live.

3. The name of my street or road is _____.

4. If you don't know your street name and house number (civic address), ask a parent. If your parent doesn't know, he or she can find out by calling 1-800-388-3911. You will need to know your address if there is an emergency at home.

9-1-1 Activity Sheet 7

Topic

What to say to the 9-1-1 call taker.

Suggested grade level

2–3

Curriculum connections

Health: Safety Procedures

Learning outcome

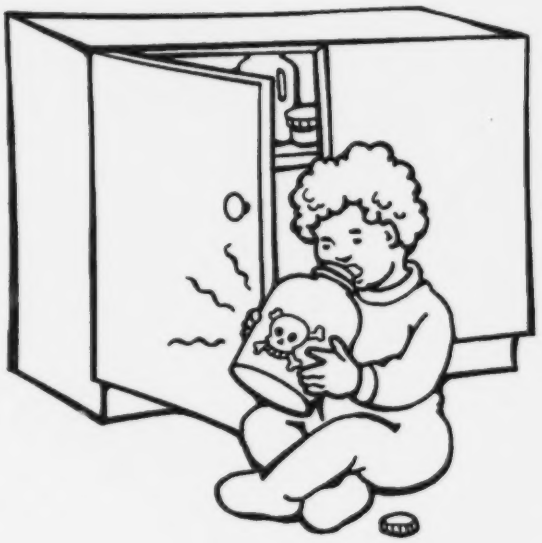
Students will know and be able to respond appropriately to questions typically asked by a 9-1-1 call taker.

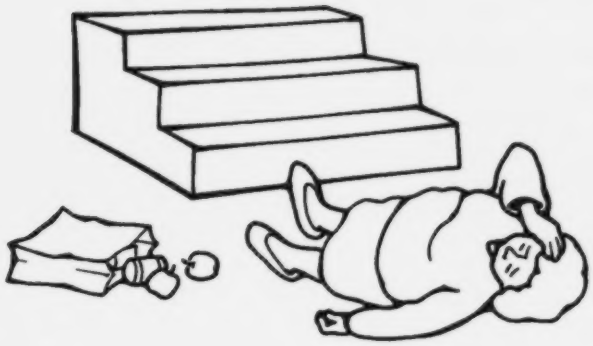
Introducing the activity

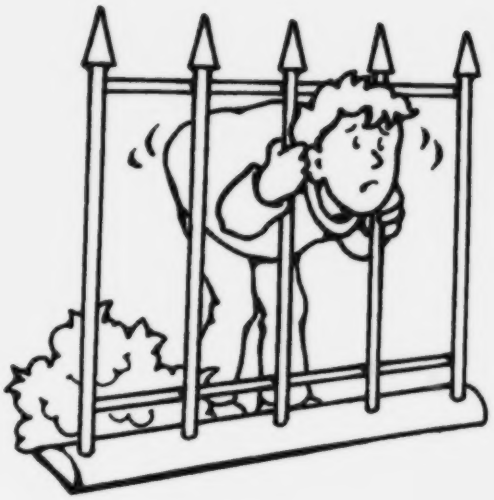
Use the task cards included in this folder to initiate a role play between a caller and a 9-1-1 call taker. See also the Teacher's Activity Guide, p. 10.

Copy, cut apart, and laminate Activity Sheet 7 (two pages, attached) for partner role plays.

During the day, simulate an emergency by dropping one of the task cards onto a student's desk. The student must then quickly go to the role-play phone, call 9-1-1, and be prepared to answer questions asked by the "call taker" (i.e., the teacher).







9-1-1 Activity Sheet 8

Topic

Remembering 9-1-1.

Suggested grade level

P–3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to recall the 9-1-1 number at the time of an emergency.

Introducing the activity

Discuss the various ways that people can react to an emergency and the importance of reminders. See also the Teacher's Activity Guide, p. 12.

Send this activity home and ask the children to complete it with a parent or older sibling.

Instructions: Write your home address and phone number on the lines. Colour the emergency numbers (9-1-1) red. Post the sheet near the phone, to help you remember what to do in an emergency.

Variation, extension

- Design and post 9-1-1 reminders near phones in your school, including pay phones.

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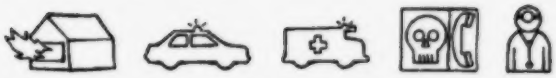


My address

My phone number

In an emergency call...

My address

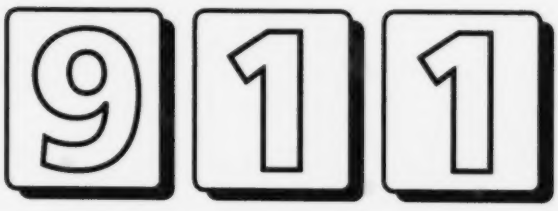
My phone number

In an emergency call...

My address

My phone number

In an emergency call...



My address

My phone number

In an emergency call...

9-1-1 Activity Sheet 9

Topic

Are you ready to use 9-1-1?

Suggested grade level

3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will demonstrate that they have the knowledge, skills, and attitudes needed to use the 9-1-1 emergency service.

Introducing the activity

Use this handout as a follow-up and/or assessment activity.

Read through the questions with the class.

Follow-Up

Be sure to go over the answers with your students as soon as possible to reinforce the correct information. See the Teacher's Activity Guide, p. 13, for the answer key.

Are you ready to use 9-1-1?

1. Have you practised dialling 9-1-1 on an unplugged phone or a toy phone? ..... yes ○ ..... no ○

   Have you practised with your eyes closed or blindfolded? ..... yes ○ ..... no ○

2. Read about each problem. If you think you should call 9-1-1, check (✓) the yes circle. If not, check the no circle.

	Call 9-1-1?		
	yes		no
a) You think there is a fire in your basement	○	.....	○
b) You can't find your homework	○	.....	○
c) You can't find your pet	○	.....	○
d) Someone who is allergic to peanuts eats a peanut butter cookie by mistake	○	.....	○
e) You see someone on a bicycle get hit by a car	○	.....	○
f) You fall down and scrape your knee	○	.....	○
g) A friend falls out of a tree and can't get up	○	.....	○
h) You see someone breaking a window and climbing into your neighbour's house	○	.....	○
i) You have a stomach ache from eating too much pizza	○	.....	○
j) A two-year-old eats some pills from the medicine cabinet	○	.....	○
k) You are downtown and you can't find your parents	○	.....	○

3. If you are alone and something happens that worries or scares you and you aren't sure whether it's a 9-1-1 emergency or not, what is the safest thing to do?

_____

_____

_____

(please turn over)

4. In some kinds of emergencies you need to get to a safe place first, even before you call 9-1-1. Give an example of this kind of emergency.

_____

_____

_____

5. Do you know your street address and home phone number? Write them here.

My address: _____

_____

My phone number: _____

6. The call taker may ask you not to hang up while you are waiting for emergency help. Why do you think it could be important to stay on the line?

_____

_____

_____

7. If you dial 9-1-1 by mistake, what should you do?

_____

_____

_____

8. What can happen if someone dials 9-1-1 as a joke? (at least two things)

_____

_____

_____

This is to certify that

_____

knows to use 911 in an emergency.

_____ _____

Teacher's signature **Date**

911 *for emergencies*

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